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ABSTRACT

A committee reviewed existing certification requirements for vocational education teacher coordinators in Maryland and proposed a set of changes in the current certification system. The recommendations were developed after a review of the related literature, a 50-state survey to identify current certification practices, solicitation of expert testimony, a survey of Maryland cooperative vocational education teacher coordinators, an occupational analysis of the position of teacher coordinator, and validation of the proposal by a national representative group. The committee found that the current certification requirements (1) are inadequate in terms of addressing appropriate competencies for cooperative vocational education teacher coordinators; (2) do not adequately outline the professional education needed to achieve competency and certifiability; (3) lack sufficient specificity to exclude marginally prepared teachers from access to the field; and (4) have been judged inadequate by state and national advisory boards on cooperative education. The committee recommended that the new certification requirements include 3 semester hours in each of the following areas of study: organization and coordination of cooperative vocational education, history and principles of vocational education, occupational analysis and curriculum development, and counseling techniques and human relations skills. Three different options for meeting the cooperative vocational education work experience requirement were also proposed. (A table listing teacher certification requirements by state is included.) (MN)

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PROPOSED CHANGES FOR CREDIT COUNT CERTIFICATION OF COOPERATIVE VOCATIONAL EDUCATION TEACHER COORDINATORS IN THE STATE OF MARYLAND

A Report to the Teacher Education and Certification Branch
of the Division of Certification and Accreditation
of the Maryland State Department of Education

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I. Preface

Rationale

"The quest for excellence into the twenty-first century begins in the schoolroom, but we must go next to the workplace. More than 20 million new jobs will be created before the new century unfolds and by then our economy should be able to provide a job for everyone who wants to work. We must enable our workers to adapt to the rapidly changing nature of the workplace . . ."

President Ronald Reagan
State of the Union Address
January 27, 1987

The President's challenge to meet the requirements of the workplace is a mission statement for teachers of cooperative vocational education. The term "cooperative education" means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

(Defined in the Carl D. Perkins Vocational Education Act, Public Law 98-524, Section 521)

Cooperative vocational education instruction, experience, and training are designed to assist individuals in becoming self-supporting, efficient, contributing members of our society. Cooperative vocational education is also considered an instructional plan or method which involves regularly scheduled employment that gives student-learners an opportunity to experience theory in practice, while developing competencies through supervised training at a training station.

For seventy years, cooperative vocational education has been utilized to help students make a successful transition from school to the world of work. (The Unfinished Agenda, U.S.D.E., 1984) In Education for Tomorrow's Jobs, Susan W. Sherman restates the role of cooperative education in addressing a major responsibility of the public education system:

> "We have noted the critical need for young adults to master the basic educational skills and work habits required to achieve employability, whether college bound or not, and to attain more specific vocational skills and experiences. We also have noted that far too many high-school graduates are deficient in basic or vocational skills, work habits, or all of these.

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> The complex array of individual, family, and community factors that contribute to such socially unwanted results notwithstanding, we believe that the public education system must take responsibility for ensuring that young people are effectively prepared for both employment and further education. Every young person must be prepared, upon graduation from high school, for employment, further study, or both."
>
> (National Academy Press, 1983)

With the increased challenge to successfully prepare students for the world of work, it is imperative to address the complexity of the role of the cooperative vocational teacher-coordinator. A certification program that prepares a teacher in the needed competencies will facilitate the accomplishment of the mission of cooperative vocational education.

The present cooperative vocational education credit count certification requirements are not specific to the competencies of cooperative vocational education teacher-coordinators. These requirements have not been changed in over twenty years despite the changing nature of the populations being served by cooperative vocational education. The recommended revisions of cooperative vocational education certification requirements come from the following weaknesses in the present requirements:

1. The present credit count certification requirements are inadequate in terms of addressing appropriate competencies for cooperative vocational education teacher-coordinators.

2. The present credit count certification requirements do not outline adequately the professional education needed for one to be considered competent and certifiable.

3. The present credit count certification requirements lack sufficient specificity to exclude marginally prepared teachers from access to the field.

4. The present credit count certification requirements were judged inadequate by the Executive Board of the Maryland Association of Cooperative Education and the National Advisory Board of the Cooperative Work Experience Education Association.

II. Proposal

Introduction to the Recommendations

This overview will set forth basic elements of the committee process used in developing this proposal. These components are: 1) review of research and literature; 2) fifty-state cooperative vocational education certification survey; 3) expert testimonies; 4) survey of Maryland cooperative vocational education teacher-coordinators; 5) occupational analysis of the cooperative vocational education position; 6) justification for the committee's actions; and 7) validation of the proposal by a national representative group.

1) Review of research and literature:

An ERIC search was conducted along with a fifty-state call for literature and teacher certification and program approval materials via the six

regional curriculum coordination centers (NNCCVTE). A request for appropriate resource materials appeared in the national newsletter of the Cooperative Work Experience Education Association. These materials guided the thinking of the committee and various footnotes throughout the paper document the specific citations.

2) Fifty-states cooperative vocational education certification survey:

A fifty-state survey was conducted to determine the present cooperative vocational education certification requirements throughout the United States. The survey was sent to the states' representative on the National Association of State Directors of Teacher Education and Certification. The forty-six state returns were categorized using a format developed by Miller and Bragg (1985) for their nineteen-state study. (Addendum A.)

3) Expert testimonies:

Consultants invited to advise the committee clearly defined three categories of requirements; type of professional certificate, professional preparation, and occupational experience. The consultants strongly supported a dual track for degree and non-degree professional certificates. The State requirement of the National Teaching Exam addressed the concerns of the communication skills of non-degree teachers. The consultants strongly supported a professional certificate in secondary education as the appropriate level.

Each of the consultants also felt strongly about the need for specific methodological preparation as a teacher-coordinator in cooperative vocational education. The consensus was that present certification requirements did not adequately address the competencies of cooperative vocational teacher-coordinators and the course work needed to be updated and expanded. It was also recommended that a work experience in a nonteaching field was a crucial aspect of the certification process. The consultants stressed the importance of a work experience that meets the test of relevancy and recency. (Addendum B.)

4) Survey of Maryland Cooperative Vocational Education Teacher-Coordinators:

A survey of Maryland teachers of cooperative vocational education was conducted by members of the ad hoc committee in their respective local educational agencies. In general, the respondents felt the present credit count certification requirements were adequate in number of credit hours required but inadequate in relevancy of material covered i.e., counseling skills and techniques in motivating reluctant learners. There was also concern raised about the vagueness of meeting the occupational experience requirement. (Addendum C.)

5) Occupational analysis of cooperative vocational education teacher-coordinator position:

Competency Based Teacher Education for Cooperative Vocational Education Teacher-Coordination programs was reviewed from Nebraska, (Douglas and Zigmund), Ohio, and Minnesota. Competency profile lists from Illinois and Pennsylvania were also reviewed. The ad hoc committee developed a list of competencies for Maryland Cooperative Vocational Education Teacher-

Coordinators. The list was validated by teacher-coordinators from across the State and serves as the foundation for the professional preparation recommendations. (Addendum D.)

6) Justification for the committee's actions:

The ten-member committee represents all regions of the State, all applications of the cooperative vocational education methodology, secondary and post-secondary institutions, teacher-coordinators, administrators and supervisors, five past presidents of the Maryland Association of Cooperative Education and two past presidents of the Maryland Vocational Association. (Addendum E.)

While considering all the input and information at the command of the committee members, extensive discussion and consideration of the rationale was part of the process for devising the recommendations in this report.

The committee then engaged in further discussion and argumentation in order to be able to support all its recommendations.

Ten committee meetings were held with supporting phone calls and correspondence.

7) Validation

The members of the Board of Directors of the Cooperative Work Experience Education Association, American Vocational Association, served as a panel of experts to validate the recommendations for credit count certification developed by the committee. (Addendum F.) Dr. Mary Thompson, Professor, Auburn University and President of CWEEA, chaired the discussion and conveyed the Board's approval.

Robert J. Kemmery, ad hoc committee chairman, presented a paper on the recommendations of the cooperative vocational education certification study committee at the Annual American Vocational Association Convention in Las Vegas, Nevada on December 5, 1987. Approximately seventy-five teacher-coordinators, supervisors, administrators, state department specialists, and teacher educators responded favorably to the thorough nature of the study and the recommendations for program improvement.

General Recommendation

Eligibility for a professional certificate in secondary education
or
possess an advanced professional certificate in vocational education (non-degree).

RATIONALE - The two-track system for vocational teacher certification has its roots with the Smith-Hughes Act of 1917. It recognizes participants from academia and the skilled crafts. Subsequent acts, including Carl Perkins (1984) have sustained the basic foundation of Vocational Education as the blend of academic and trade/craft skills. The consensus of the consultants and the committee members was the importance of a background in secondary education issues and problems as necessary to be an effective cooperative vocational teacher-coordinator.

Specific Recommendations

Area of Study - ORGANIZATION AND COORDINATION OF COOPERATIVE VOCATIONAL EDUCATION 3 Semester Hours

Competencies: The teacher-coordinator will demonstrate competency in planning, implementing, and managing cooperative vocational experiences. He/she will demonstrate skills in the following areas: placing students in training jobs, assisting students in adjusting to their environment, improving training done on the job, organizing and working with an advisory/craft committee, implementing time management techniques, and maintaining good public relations.

RATIONALE: Specific methodological preparation is essential for teachers to become teacher-coordinators of cooperative vocational education. Training in the areas of planning, implementing, and managing cooperative vocational education programs is essential. Teachers need to develop and refine coordination skills to effectively deal with business and industry.

Area of Study - HISTORY AND PRINCIPLES OF VOCATIONAL EDUCATION 3 Semester Hours

Competencies: The teacher-coordinator will demonstrate knowledge of the history, principles, and legislative mandates of vocational education.

RATIONALE: The majority of certified cooperative vocational teacher-coordinators in Maryland earned their teaching certificate in an academic content area. It is important they understand the principles of vocational education. Due to the continual changes of the legislation concerning vocational education, a teacher-coordinator must have a solid understanding of the implications for cooperative vocational education as well as all laws applicable to special-needs students and equal employment opportunities.

Area of Study - OCCUPATIONAL ANALYSIS AND CURRICULUM DEVELOPMENT 3 Semester Hours

Competencies: The teacher-coordinator will demonstrate competency in planning and revising learning situations based on current occupational analysis, safety practices, and instructional systems and technology. He/she will demonstrate competencies in the teaching and evaluation of diversified learning activities designed to correlate classroom instruction with on-the-job training and the evaluation of pupil performance and progress. Skills in directing vocational youth organizations and motivating reluctant learners are essential.

RATIONALE: Classroom instruction based on occupational analysis and the requirements of the workplace facilitates the student's transition to the world of work. With the diversity of occupations available to today's worker, the teacher-coordinator must have an understanding of various occupations and be able to simulate job-related tasks in the classroom. Human relations skills are important to the worker in the daily routine of the job. The teacher must include the affective domain as an important part of the students' program. Vocational youth organizations should be an intregal part of cooperative vocational education. Functioning, assertive

vocational youth organizations add to the benefits which students, employers, LEA's, parents, and communities enjoy from cooperative vocational education.

Area of Study - COUNSELING TECHNIQUES AND HUMAN RELATION SKILLS 3 Semester Hours

Competencies: The teacher-coordinator will demonstrate competency in the guidance and counseling of students. Skills included in this area are describing the program to students and parents, working with guidance and other support personnel, providing occupational information, counseling students about entering the program, gathering information on students, programming and scheduling, providing student assessment, and helping enrollees with career planning. These competencies include sensitivity to human relations and communication skills.

RATIONALE: Human relation skills are essential when assisting students in making personal adjustments, and providing services with the home as society continues to become highly technical and impersonal. To meet the demands of the interpersonal relationships and everchanging individual needs of the students, the teacher-coordinator must be able to provide the guiding link between students and their career aspirations. Working with the individual student-learners of today requires continual contact between the teacher-coordinator and areas of the school and community that are directly or indirectly affiliated with the student. A teacher-coordinator must be able to administer and integrate into a student's program both the individual assessments of those that directly work with the student as well as those indirectly involved.

COOPERATIVE VOCATIONAL EDUCATION WORK-EXPERIENCE REQUIREMENT

The Cooperative Vocational Education Work-Experience requirement may be met in one of three ways:

1. Documented evidence of 2,000 hours of successful, wage earning, non-teaching occupational experience. All work experience must have occurred post-high school. Verification of occupational experience must be submitted by former employers, listing specific job titles, duties performed, dates of employment, and hours worked;

or

2. Documented evidence of 1,500 hours of successful, wage earning, non-teaching occupational experience plus 500 hours of self-employment. All work experience must have occurred post-high school. Verification of occupational experience must be submitted by former employers, listing specific job titles, duties performed, dates of employment, and hours worked. Verification of self-employment must be verified by license or letter from an individual in a similar field;

or

3. Completion of a three-semester hour course which is part of an approved teacher-education program and which has as its objective supervised quality work-experience (internship).

RATIONALE: A teacher-coordinator must help students prepare for work from a practical understanding of the work place. A work-experience that meets the tests of relevancy and recency gives the teacher-coordinator the advantage of being able to share practical work-experience with students. Students need to relate, through the teacher-coordinator, the social skills, attitudes, and ability to function in the work setting.

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Alabama	Yes	Secondary Professional Certificate in T&I or other major	4 Courses: History and Principle of Vocational Education (required) -Problems of Coordination (required) -Occupational Analysis and/or Development and Utilization of Curriculum Materials (required) -Others from an approved program in Trades and Industrial Vocational Education to meet the minimum requirement	----	2,000 hours in one or more T&I occupations
Alaska	No				
Arizona	Yes	Degree in Agricultural, Distributive, Health Occupations, Home Economics, Office or Trade or Industrial Education	1 Course: Vocational Cooperative Education	----	----
Arkansas	Yes	Secondary Professional Certificate	3 Courses	----	2,000 hours other than teaching in two or more occupational areas
California	Yes	Degree in Voc. Ed.	----	----	----
Colorado	Yes	Teaching Degree in any field	----	----	----
Connecticut	Yes	Certification in Industrial Arts, Business Education, T&I or School Guidance	4 Courses	3 Years	2,000 hours other than teaching
Delaware	?				

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Florida	Yes	Teaching Degree in Secondary Education	4 Courses: -Principles and philosophy of vocational education -Teaching methods in vocational education -Organization and coordination of the cooperative method of vocational education -Vocational guidance-Two (2) years of successful experience as a teacher, counselor, supervisor or administrator in a secondary school or community college may be accepted to satisfy this requirement.	----	Furnish documentary evidence of two years successful occupational experience, or its equivalent in part-time occupational experience, which must include a minimum of six weeks of full-time occupational experience which must have been with the five year period immediately preceding the date of application. Verification of occupational experience shall be submitted from employers listing specific dates of employment and job title on business stationery or on a notarized affidavit. For self-employment or experience in a family-owned business, another firm familiar with the applicant's service may provide verification on business stationery or on a notarized affidavit. Statements from family members shall not be accepted. Only occupational experience gained as a wage earner after age sixteen shall be accepted. Not more than

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Florida (cont'd)					one year of occupational experience gained in the Armed Forces of the United States may apply toward meeting this requirement.
Georgia	Yes	Teaching Certificate	3 Courses: -Cooperative Education -Guidance for the Handicapped and Diaadvantaged -Supervised practicum or internship to be completed by the end of the first year following employment as a Teacher-Coordinator.	----	Program applicants must also present evidence of 12 months of part-time or full-time occupational experience. Six months of full time occupational work experience must have been completed within the past five years. Should an applicant be lacking 12 months occupational experience, he or she will have an arranged occupational experience as part of the regular program. The experiences should be such as to equal one year of part-time occupational experience.
Hawaii	?				
Idaho	?				
Illinois	Yes	Teaching Degree in any Field	6 Semester Hours: Cooperative Education. (3) on Administration, Supervision, and Instruction.	----	2,000 Hours

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Indiana	No				
Iowa	No				
Kansas	Yes	Teaching Degree-Voc. Ed.	Credit in the following areas: -Principles and philosophy of vocational education -Methods and materials for teaching CVE programs -Organization and Administration of Voc. Ed. -Job Analysis -Coordination Techniques	----	4,000 Hours
Kentucky	?				
Louisiana	Yes	Teaching Degree In Voc. Ed.	9 Semester Hours in professional vocational education	2 Years	4 Years
Maine	Yes	Teaching Degree in Any Field	12 Semester Hours in vocational education courses	----	2 Years (non-professional)
Maryland	Yes	Professional Certificate in Secondary Education	3 Courses: Trade or Occupational Analysis -History & Principle of Voc. Ed. -Coordination of Cooperative Programs	----	2,000 Hours in business, industrial or agricultural fields.
Massachusetts	Yes	Bachelor's Degree - vocational subject	----	5 Years	----
Michigan	No				
Minnesota	Yes	Teaching Degree in Voc. Ed., Special Ed., or other Ed. field, Guidance, w/Ed. Minor	18 Hours: Coordination, Philosophy of Voc. Ed. & WECEP Program Sequence 9 Hours: Counseling, Interpersonal Behavior, Human Behavior, Career Development	----	2,000 Hours Non-teaching relevant Occupational Experience (related to 1 of 7 vocational service areas). Within 5 years of application.

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Minnesota (cont'd)			18 Hours: Internship (6 class, 6 Curriculum Development, and 6 Behavioral Observation)		
Mississippi	Yes	Degree in Voc. Ed.	27 Semester Hours	----	2,000 Hours
Missouri	No				
Montana	No				
Nebraska	No				
Nevada	Yes	Bachelor's Degree-Vocational Endorsement (17 Areas)	6 Semester Hours: Related to Cooperative Vocational Education	----	----
New Hampshire	No				
New Jersey	Yes	Option 1: Teaching degree in Home Economics, Industrial Arts or Voc. Ed. Option 2: Teaching degree in any field	Option 1: No Courses Option 2: 1 Course: Philosophy of Voc. Ed. 1 Course: Problems in Organizing and Teaching Coop-Ed 1 Course: Curriculum Construction 1 Course: Vocational Guidance	Option 1: None Option 2: 2 Years	Option 1: None Option 2: 4,000 Hours Hazardous Occupational Experience
New Mexico	?				
New York	Yes	Degree in Industrial Arts or an Occupational Subject	6 Semester Hours in Organization and Development of Cooperative Education	----	2,000 Hours

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
No. Carolina	Yes	Degree in Vocational Ed.	Competency Lists for Voc. Ed. Degree Program	----	Work Experience in 3 T & I areas or internship
North Dakota	?				
Ohio	No				
Oklahoma	No				
Oregon	?				
Pennsylvania	Yes	Instructional Certificate	Meet 13 standards through approved course work	----	Wage earning experiences other than teaching
Rhode Island	No				
South Carolina	No				
South Dakota	?				
Tennessee	Yes	Professional Certificate in Secondary Education	5 Courses- -Techniques, Organization and Management of Cooperative Education -Occupational analysis for teaching trade and Industrial Education -Curriculum development for teaching trade and Industrial Education -Methods for teaching trade and Industrial Education and related subjects -Organization and Operation for VICA	----	The applicant shall have two years of work experience as a wage earner to include one full year appropriate employment in a single wage earning occupation. Work experience must be officially verified by employers or other qualified personnel and approved by the trade and industrial education district specialist.
Texas	?				

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Utah	No				
Vermont	Yes	Professional Certificate in Teaching	Meet 11 Standards through approved course work	----	Two Years of Work Experience outside the field of education
Virginia	Yes	Degree in Voc. Ed.	Course Work in -Administration and Coordination of Ind. Co-op Training -Methods and Development of Related Inst. Materials	Two Years	Two Years of Work-Experience outside the field of education
Washington	Yes	Bachelor's Degree	Course Work in- -Methods of teaching Diversified Occupations -Course study in objectives, principles, and philosophies of vocational education -Techniques of coordinating cooperative education programs-Three quarter credits or the equivalent in instructor-coordinator techniques for cooperative education or have equivalent experience as evaluated by the state program director of the appropriate field before employment. -Student teaching -Course in occupational analysis -Meet the general and specific safety and industrial hygiene and first aid requirements	----	Two Years of Occ. Exp. in the field to be taught one of which must have been gainful employment within the last six years.
West Virginia	?				
Wisconsin	No				

TEACHER CERTIFICATION REQUIREMENTS FOR COOPERATIVE VOCATIONAL EDUCATION BY STATES

States	Does State Require Voc. Certificate?	Education	Course Work and Inservice	Teaching Experience	Occupation Experience
Wyoming	Yes	Vocational Teaching Endorsement	Courses: Principles & Philosophy of Co-op Ed. -Vocational/Occ. Adm. or Ed. Adm. or Personnel Management -Techniques of Cooperative Programming	----	Two Years of Work-Experience outside the field of education

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SAMPLE TEACHER-COORDINATOR SURVEY INSTRUMENT

1. What skills and knowledge are necessary for a teacher-coordinator to operate a Cooperative Education Program effectively?

2. Did the following courses provide the skills and knowledge necessary to operate a Cooperative Education Program effectively:

   a. Trade or Occupational Analysis.

      Why or why not? Yes _____ No _____

   b. History and Principles of Vocational Education.

      Why or why not? Yes _____ No _____

   c. Coordination of Cooperative Programs.

      Why or why not? Yes _____ No _____

   d. 2,000 hours of occupational experience.

      Why or why not? Yes _____ No _____

3. What was the greatest deficiency (deficiencies) you encountered in your training as a teacher-coordinator?

   a. If a course could be designed to overcome this deficiency (deficiencies), how would you describe its content?

Do you feel you received sufficient training in the courses to enable you to:

YES	NO	(check)	
_____	_____	1.	motivate the reluctant learner;
_____	_____	2.	counsel troubled youth;
_____	_____	3.	teach the exceptional child;
_____	_____	4.	develop meaningful training stations and training plans;
_____	_____	5.	test and match student abilities and interests to training opportunities;
_____	_____	6.	establish and maintain public support for co-op programs;
_____	_____	7.	interpret and urge adherence to labor laws;
_____	_____	8.	provide job-related instruction?

COMPETENCIES FOR MARYLAND
COOPERATIVE VOCATIONAL EDUCATION
TEACHER - COORDINATORS

1. GUIDANCE AND SELECTION OF STUDENTS:

Describing the program to students
Working with guidance personnel
Providing occupational information
Counseling students about entering the program
Gathering information on students
Programming and scheduling
Helping enrollees with career planning
Providing student assessment

2. PLACING STUDENTS IN TRAINING JOBS:

Enlisting participation of cooperating employers
Selecting appropriate and safe training stations for each student
Orienting employers, supervisors, and co-workers
Preparing students for job interviews
Placing students on the job
Developing a job/task analysis

3. ASSISTING STUDENTS IN ADJUSTING TO THEIR ENVIRONMENT:

Helping students on their jobs (tasks and duties)
Dealing with job problems
Evaluating job progress

4. IMPROVING TRAINING DONE ON THE JOB:

Establishing responsibilities on the job
Developing and updating training plans
Consulting and assisting supervisors
Maintaining training emphasis as outlined in the training plan

5. CORRELATING CLASSROOM INSTRUCTION WITH ON-THE-JOB TRAINING:

Determining needed instruction
Gathering instructional materials
Preparing for general and specific related instruction
Teaching classes

Directing individual projects and study

Obtaining assistance from other teachers

Advising training supervisors concerning applications of classroom instruction to be made on the job

Evaluating learning outcomes

6. ASSISTING STUDENTS IN MAKING PERSONAL ADJUSTMENTS:

Aiding students in correcting poor personal habits

Counseling students with personal and socio-economic problems

Assisting students with educational problems

Resolving behavioral problems

Motivating reluctant learners

7. DIRECTING VOCATIONAL YOUTH ORGANIZATIONS:

Advising youth group

Guiding students in organization of activities

Participating in group activities

8. ADMINISTRATION ACTIVITIES:

Planning program objectives

Research and planning - surveys

Organizing and working with advisory committee

Planning curriculum

Communicating school policy

Preparing reports - computer applications

Budgeting and purchasing

Participating in professional meetings

Consulting with manpower agencies such as employment services, unions, and comprehensive manpower systems

Providing guidance and placement services for graduates

Adhering to legislative mandates

9. MAINTAINING GOOD PUBLIC RELATIONS:

Planning the publicity program

Preparing printed publicity

Constructing displays and exhibits

Contacting news media

Maintaining communication with internal and external publics

10. PROVIDING SERVICES WITH THE HOME:

Visiting and discussing the goals and objectives of the work experience program

Maintaining cooperative relationships via home visits and telephone contacts

Approved: February 1988

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